

5-2022

Increasing Awareness of the Risks of Teasing in Schools Ages Seven Through Eight Years Old

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INCREASING AWARENESS OF THE RISKS OF TEASING IN SCHOOLS AGES SEVEN THROUGH EIGHT
YEAR'S OLD

Increasing awareness of the risks of teasing in schools ages seven through eight years old

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A Capstone project for the Bachelor of Arts in Human Development and Family Science

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Introduction

Many early elementary school children; particularly those ages five through eight years old, may not have yet developed social skills to create school relationships in a school setting. They have not developed the social skills to maintain relationships with peers. The lack of social skills creates negative impacts emotionally and mentally on five through eight year old's. The lack of social skills can cause social anxiety that is amplified by teasing in schools. Early elementary children ages five to eight years old, may not be able to tell the difference between bullying and teasing. Teasing is intended to provoke or make fun of someone in a playful way. Bullying is the use of force, coercion, hurtful teasing or threat, aggressively dominate or intimidate. Due to multiple reasons including unstable homes, lack of attachment from friends and families, or due to social anxiety. Many children are not aware or do not have the knowledge to know they are hurting someone else's feelings due to lack of social and emotional learning at their homes or in their early childhood. Lower Elementary students take part in teasing and that leads to bullying as they get older. **Therefore, I created a one-day activity to foster good relationships, increase social and emotional skills, and create an anti-teasing environment for the children who attend the after school program at the Boys and Girls Club in Salinas, California.**

Needs Statement

Curriculum on teasing and bullying is often lacking in elementary schools. Elementary school students who are teased or bullied may experience negative emotional outcomes such as depression, low-self esteem and even suicidal thoughts. **Bullying may have a negative impact on self esteem. By having a low-self esteem, children may perform poorly in school. They become**

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victims of simply being overweight, for their gender, or for not being smart enough n';academically. Consistent with the research indicating greater weight-based teasing among girls compared with boys, several studies suggest that gender may affect the relationship between bullying due to being overweight and academic performance. (Krukowski et al., 2011).

Given that children are not aware of teasing/bullying and how it affects them negatively on their well being and relationships. In order to increase awareness and prevention, I will conduct a two day lesson about teasing/bullying at the Boys and Girls Club.

Theory

Erikson's theory is centered on development based on conflict. Children ages seven through eight years old are in between the stages of Industry vs. Inferiority. This stage between the ages of seven years old through thirteen years old is characterized by developing competency. Competency makes them develop confidence, as we develop in life and plays a strong role in the next stage of identity (Springridge academy.com). This helps with social interactions, and academic performance. When the form of conflict is not resolved appropriately, emotional distress occurs, which can lead to trauma. (Erikson, E. H. 1994). As part of this stage in industry vs, inferiority from ages seven through thirteen years old. Children begin to develop a sense of competence and believe in themselves; their abilities. It is essential for them to develop positive coping skills to use in present and future stressful situations. In order to decrease emotional distress and mental illness that could lead in the future to more severe and permanent mental illnesses. Approximately 20% through 30% of children and youth are chronically victimized by their peers on the playground and at school. This is a significant trauma to experience at a young age, and while it can lead to mental health issues imagine what serious

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abuse or toxicity at home could cause later on in life. These causes refer to them to develop psychological damage. Psychological problems including anxiety, depression, grief, interpersonal difficulties and loneliness are a direct result of failure to meet our belongings needs. (Baumeister and Leary, 1995, Baumeister and Tice, 1990). This is linked to Erikson's theory for children eight years old that may not be able to fully understand the consequences of behavior and how they interact with peers and others in school. I will introduce lesson plans to help eight year olds understand how their negative behaviors may impact other children.

Consideration of Diversity

My project will be conducted at the Boys and Girls Club. The ethnic composition of the participants reflects those individuals who attend the Boys and Girls Club. According to the Boys and Girls Club. It is 1% African American, 5% American Indian, 10% white, 15% two or more races, 69% Hispanic or Latino. In addition, 40% are considered socioeconomically disadvantaged. I will be conducting lessons in English, so the children will need to be English proficient to comprehend and complete the tasks. This project is intended towards second and third grade students and it is not to be applied in the same ways to younger children or older adults. Due to the discussion and presentation being different from older adults than younger children.

Learning Outcomes

I intend to provide a one-time 60-minute lesson to seven and eight year old students at the Boys and Girls Club. By the end of the project, participants will:

1. Identify teasing and bullying.
2. Describe risks and outcomes for teasing and bullying.

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3. Indicate different prevention strategies for teasing and bullying.
4. Indicate what teasing and bullying look like.

Method

Day 1

First I introduced myself and asked the class why I was there. Then, I asked the class to define teasing/bullying. Once we defined teasing/bullying together as a class, I had the students participate by mentioning the different ways students get teased/bullied. I wrote down their responses on the board. See Appendix A for this result. Then, I split the last 30 minutes left of day 1 by reading a book for ten minutes, I would then have a discussion about it for five minutes and then read a second book for ten minutes and discuss for five minutes what the students have learned about reading and bullying.. I read a book about friendships, *Toy Story 4. Old friends, New friends* (Bouchard Natasha, year 2019). Summarize the book here. See Appendix B.

Day 1

Today, I began reviewing and asking the children what I discussed the day before about teasing and bullying. After reviewing, I read a second book about healthy friendships called *The Berenstain Bears' Stories of Family and Friendship* (Stan and Jan Berenstain, 2016). See Appendix C. Once I was done reading the second book, I reviewed ways to be aware of teasing/bullying since this is also coming from the book. The participants responded by telling me different ways to be aware and prevent teasing/bullying after reading and discussing the books. I then mentioned that the last thing they were going to do was for them to draw anti-teasing and bullying posters from learning anti-teasing and bullying strategies. See Appendix

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D. At the conclusion I said thank you for participating, and handed out stickers to all the participants. See Appendix E.

References

Baumeister and Leary, (1995), Baumeister and Tice, (1990).

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